REPORT OF THE ADVISORY COMMITTEE ON THE PUBLIC SCHOOL PROGRAM

Department of Education

June, 1987

REPORT OF THE

ADVISORY COMMITTEE ON THE

PUBLIC SCHOOL PROGRAM

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Report of the
Advisory Committee
on the Public School Program

The Advisory Committee on the Public School Program is a standing Committee first established by the Honourable T. J. McInnis, Minister of Education, in January, 1986.

Terms of Reference

The general purpose of the Committee was to examine issues related to the public school program and to make recommendations to the Minister for changes and revisions or modifications to the public school program or to the Education Act and the Regulations governing its implementation. The Committee could receive briefs and submissions to assist it in its deliberations, and could, if necessary, appoint sub-committees to study a particular issue pertaining to its deliberations.

The Committee was assigned by the Minister in this case to make a comprehensive examination of the organization and structure of the public school program for grades 10 to 12.

In this examination, the Committee was to review and report on the entire credit system, including the number of hours required for a credit, the number of credits required for the high school completion certificate, the compulsory credits and the course coding of credits.

Committee Structure

The Committee includes representatives of the Department of Education and of other major associations and groups involved in education, namely, parents, school boards, teachers, educational administrators, municipalities, universities and the public at large.

Membership on the Advisory Committee is to be reviewed annually.

Members of the Committee

Mr. B. Robert Haines, Chief Director, Education Programs, Nova Scotia Department of Education, Chairperson from September 1986.

Mr. M. J. Woodford, Department of Education representative and Committee Chairperson to July 1986. Executive Director and representative of Nova Scotia School Boards Association from September 1986.

M. Kenneth Gaudet, Directeur, Programmation française, Élaboration de programmes, Director, Curriculum Development, French Language Programs, Nova Scotia Department of Education.

Dr. Pauline Jones, Academic Vice-President, Mount Saint Vincent University.

Mrs. Fay P. Lee, Nova Scotia Department of Education, Secretary.

Dr. Murdock MacPherson, Chairperson, Curriculum Committee, 1986-87, Nova Scotia Teachers Union.

Mr. R. J. Morrison, Assistant Executive Secretary, Nova Scotia Teachers Union.

Mrs. LaJune Naud, Director, Curriculum Development, Nova Scotia Department of Education.

Mr. Karl Perry, Director of Education, Halifax District School Board.

Mrs. Cathy Simpson, Nova Scotia Federation of Home and School Associations.

Mrs. Marilyn Worth, Dartmouth District School Board, and representative of Nova Scotia School Boards Association.

Mr. Sherman Zwicker, Executive Director, Union of Nova Scotia Municipalities

Others who served on the Committee were:

Ms. Jane Aalders, Nova Scotia Teachers Union (to August, 1986).

Mr. Andrew Archibald, Member-at-large.

M. Jean-Roland Aucoin, Nova Scotia Department of Education, (to June, 1986).

Ms. Janet Carney, Nova Scotia School Boards Association (to June, 1986).

Mr. Gordon Hammond, Member-at-large (to July, 1986).

Mrs. Joanne P. Thompson, Member-at-large.

Procedures of the Committee

Meetings

The Committee met for 20 sessions as follows:

Thursday, January 30, 1986
Monday, February 24, 1986
Monday, March 24, 1986
Monday, April 28, 1986
Monday, June 2, 1986
Wednesday, June 18, 1986
Wednesday, July 2, 1986
Wednesday, August 13, 1986
Monday, September 22, 1986
Monday, October 20, 1986
Friday, November 14, 1986
Thursday, December 11, 1986
Monday, December 29, 1986
Friday, January 23, 1987
Wednesday, February 4, 1987
Wednesday, February 18, 1987
Monday, March 9, 1987
Tuesday, March 24, 1987
Monday, March 30, 1987
Monday, April 6, 1987

The business of these meetings is recorded in the Minutes as adopted by the Committee.

Information Gathering and Statistics

In preparation for its review of the Nova Scotia high school credit system, the Committee studied the current Nova Scotia high school credit and course coding systems and reports or synopses of a number of reviews of the secondary school program conducted in other provinces of Canada and in some parts of the United States. [See Appendix I].

In the course of its meetings, the Committee compared Department of Education statistics on courses being offered by Nova Scotia high schools of various sizes throughout the province. The Committee also considered the results of a survey conducted by the Research Division of the Department with respect to the courses taken by the 1986 high school graduates.

Briefs and Submissions

The Committee invited the education community and the general public to participate by means of written submissions, or by appearing before it.

Submissions were received from the organizations and individuals listed in Appendix II.

The Present System of Credits

During the 1960s, "university preparatory" and "general" programs were established in the high schools of Nova Scotia. Business education and vocational options had also become more available with the construction of a network of new secondary-level, regional vocational schools in centres throughout the Province, for a total of thirteen of these schools by 1969, in addition to 36 new business wings completed by 1970, and one composite vocational high school completed in 1976.

In 1977, it was noted in a discussion paper on proposed changes in the organization of the curriculum that "the present coding system has not proven to be completely adequate and schools are creating their own systems of course identification." [Youth Education, Bulletin No. 2, Nova Scotia Department of Education, 1977.] As a result of these discussions, the present system of credit courses and the present course coding system were introduced in 1978 with the intention of allowing students to make up programs by selecting courses from various categories and various levels, rather than being confined to a particular stream or program.

Initially, Nova Scotia required fifteen credits for the high school completion certificate but in 1979 this number was raised to sixteen, which conformed to the requirements of most other provinces at that time.

At present, sixteen credits are required, with one English language arts credit (one English and one French in Acadian schools) being required at each level. One Canadian Studies credit is also required, for a total of four compulsory credits in English schools and seven in Acadian schools. A credit is defined as a minimum of 120 hours for each course in grades 10, 11 and 12. Additional hours may be offered by school boards.

Individual school boards may require a greater number of credits, and/or a greater number of compulsory subjects, and they may offer a local certificate in addition to the provincial high school completion certificate. Many students, particularly if they intend to go on to university, take more than the minimum number of credits of their own volition.

In considering what credits should be compulsory for students to take and pass in order to complete high school, the Committee considered the question of what body of knowledge and what skills are required by the high school graduate of today.

In this regard, what are the expectations of society, employers, parents, teachers and students themselves? What are the purposes of the high school in the 1980s and 1990s?

The Committee noted that in Nova Scotia, as elsewhere in Canada, there is a widespread desire on the part of parents, employers, post-secondary institutions, and high school students, for an assurance that the high school program will provide a sound foundation of knowledge and skills to enable graduates to continue their studies with success, to become contributing employees, and to enjoy a rewarding and active life.

This foundation would continue to be based on the communication skills of language arts, including spoken language and listening, and mathematics. It would also provide the reasoning and analytical skills to be gained from familiarity with scientific principles and methods.

It would recognize the growing interdependence of nations and would begin to move at the high school level beyond the base of Canadian Studies established at junior high into a more global approach to social studies and towards a better understanding of world affairs and their influence upon Canada.

The program would take into account the rapidly growing demands of our advanced technological society upon students and their teachers, and would provide for associated requirements and pressures now and in the future. It would reflect the fact that Canada is a country of two official languages, and that the education of both language groups is provided for under the Education Act.

In considering the wider scope of such a foundation, the Committee came to the conclusion that the present number of compulsory credits for high school completion must be increased to allow for a greater balance in subjects and a wider exposure of high school students to the fine arts and to the practical and technical arts.

In specific terms, it was accepted that for Nova Scotians to participate more fully in the life and employment opportunities of a country that recognizes two official languages, there should be a requirement for a compulsory credit in French. It was further recognized that this will have far-reaching implications for the study of French at the junior high level, which is not compulsory at present, and it was agreed that this proposed new requirement would demand very careful planning and utilization of human resources.

The importance of a wider mathematical and scientific understanding in an era of rapid advances in computerization, technology and science led the Committee to conclude that one mathematics and one of the basic sciences should be included among the compulsory subjects.

In view of the increasingly interdependent world in which the graduates of our high schools will live, it was agreed that knowledge of the world must play a greater role than it has in the past. Many submissions pointed to this fact, and indicated that the requirements for Canadian Studies had served their purpose well in helping to make students more fully aware of their heritage. Now that the junior high program focuses on Canada and the region, the time has come to help students look beyond Nova Scotia and Canada, and to view our heritage from a wider perspective. Accordingly, the Committee agreed that there should be two compulsory credits in social studies, one of which should be history, geography or economics, with the other to be selected from approved social studies courses of a global nature. Such courses could include world history, world cultures, world geography, world civilizations, global issues, and international relations. In addition, the courses of the senior high school social studies program should be reviewed to ensure that they include a global perspective wherever appropriate.

The Committee was also persuaded from submissions received, and from the expressed convictions of the groups represented, that an appreciation of the fine arts contributes to the students' aesthetic and intellectual development, opens to them a world of creative endeavour and enjoyment, enhances their well-being, and is essential to the education of the whole person. Accordingly, the Committee agreed that the broader compulsory program it was proposing should include one compulsory credit in the field of fine arts, such as music, art, drama, or other such approved courses. It was agreed that fine arts appreciation courses and extra-curricular activities and classes, such as band performance, play production, etc. should also be considered by the Department of Education for approval under this category according to approved guidelines.

In view of the need identified by a number of members and their organizations for the introduction of a life skills component into the required curriculum, the Committee further agreed that a course in one of the practical and technical arts of home economics, industrial arts, computer studies, career studies, physical education, health education, and selected business education courses should become part of the proposed compulsory subjects.

Recommendation No. 1

It is recommended that the number of compulsory credits required for Nova Scotia high school graduation be increased from four to ten for English schools and from seven to twelve for Acadian schools, to provide additional content, wider exposure and improved balance as follows:

At Present

3 English (plus 3 French First Language for Acadian schools)
1 Canadian Studies

Total Compulsory 4

Acadian Schools 7

Recommended

3 English and 1 French Second Language for English Schools
3 French First Language and 3 English for Acadian Schools
1 Mathematics
1 Science from the following:
- Physics
- Chemistry
- Biology
- Physical Science

2 Social Studies,
one from the following:
- Geography
- History
- Economics

and one Global Studies
1 Fine Arts from the following:
- Drama
- Music
- Art
- other, as approved

1 Practical and Technical Arts from the following:
- Home Economics
- Industrial Arts
- Life Skills
- Computer Studies
- Business Education (designated courses, e.g. typing, word processing)
- Physical Education
- Career Studies
- Health Education

Total Compulsory 10

Acadian Schools 12

Number of Credits Required for Nova Scotia High School Completion

At present, sixteen credits are required to obtain a Nova Scotia high school completion certificate.

From a sample study provided by the Research division, it was confirmed that many students already take eighteen or more credits. It was also ascertained that small high schools can and do in many cases offer eighteen and sometimes more credits to their students. Several other provinces require eighteen or more credits for high school graduation, and a number of submissions supported such an increase.

The proposed increase in the number of compulsory credits suggests that the total number of credits should be increased accordingly to ensure that students will be able to retain a reasonable range of choice to suit their own interests and objectives.

To ensure that all students have a broader foundation of subjects plus a wide selection of options, and to provide a high school completion program that will allow Nova Scotian students to partake fully of post-secondary education, career possibilities, and all aspects of an active, rewarding life, the Committee agreed that the minimum number of credits for high school graduation should be raised from sixteen to eighteen.

Recommendation No. 2

It is recommended that the number of credits required for Nova Scotia high school graduation be increased from sixteen to eighteen.

Number of Hours for Credit

The present minimum of 120 hours for credit has been claimed to be insufficient by many teachers of English, French First Language and mathematics, and this claim is supported by many administrators. Some Nova Scotia schools already allot additional instructional time to communications subjects, as do schools in several other provinces.

The Committee agreed that greater instructional time is needed in these areas for development of concepts and skills. It was agreed that the minimum number of hours for credit for English, French First Language and mathematics should be increased from the current minimum of 120 hours to a minimum of 140 hours.

In the case of French Second Language, and of the compulsory sciences and social studies, it was agreed that the present requirement of a minimum of 120 hours of instructional time continues to be adequate for credit purposes.

In the case of fine arts, practical and technical arts, and elective courses, it was agreed that greater flexibility would be desirable and it was recommended that a minimum of 100 hours for credit should be provided for these subjects.

Recommendation No. 3

It is recommended that the minimum hours for credit for high school graduation be as follows:

Subject	Min. Hours for Credit
English	140
French First Language	140
Mathematics	140
French Second Language	120
English in Acadian Schools	120
Biology	120
Physics	120
Chemistry	120
Physical Science	120
History	120
Geography	120
Economics	120
Global Studies	120
Fine Arts	100
Practical and Technical Arts	100
Electives	100

Instructional Time

The Regulations of the Minister of Education, pursuant to Section 4 of the Education Act, state that "...there shall be five hours of teaching in each classroom in each school day." Therefore, in reviewing the question of hours for credit, the Committee worked on a minimum base of 300 minutes of instructional time per school day.

An informal survey made by the Committee of the scheduling of a selection of high schools of various sizes, however, seemed to indicate that not all schools provide five full hours of instructional time. Under the current regulation, "teaching time" does not necessarily mean actual instructional time.

It was agreed that the Minister of Education should insist upon adherence to the provision of a minimum of 300 minutes of instructional time per day.

Recommendation No. 4

It is recommended that the Minister of Education change the current regulations to clarify the difference between instructional time and the length of the school day, and to ensure that a minimum of 300 minutes of instructional time per day is provided in every senior high school.

Course Coding System

The present system consists of a three-letter, three-digit code. The three letters designate the subject [e.g. ENG=English]; the first digit indicates the type of course [e.g. 5=honours, 4=university preparatory, 3=open category, and 2=high school completion course]; the second digit designates the year in which the course is normally taught [4=Grade 12, 3=Grade 11, 2=Grade 10]; and the third digit is used to distinguish between courses in the same subject at the same level, [e.g. MAT 441 or MAT 442, which are two university preparatory courses at the Grade 12 level].

Many users claimed that the existing course coding system is difficult to grasp and inadequate for its present purposes.

This has resulted in changes in and inconsistent uses of the terminology over time; e.g., the use of local codes in some schools whereby the last digit in the course may be used to indicate level of difficulty (Mat 221 and Mat 222), rather than to differentiate between two courses of the same level of difficulty, offered at the same grade level, as indicated above.

The universities have not accepted for most admission purposes the "open" courses, designated as 300. In addition, a change in policy made by the Department of Education in 1981 has allowed many "open" courses to be coded up to the 400 level upon application by the school board or its staff, leading to inconsistency among boards. There is also pressure upon high school students by their parents and some teachers to take the "university" preparatory courses, even though only a minority of high school completion certificate holders actually go on to university. Consequently, the number of courses taught at the 300 level throughout the school system has declined, resulting in fewer options for those who do not wish to pursue post-secondary education.

To help remedy such existing deficiencies and the better to accommodate the proposed changes in the requirements for the high school graduation certificate, it was agreed by the Committee that the

present course coding system should be replaced by one that is more readily understood by all, and by students and parents in particular, and that has the required degree of administrative convenience and flexibility.

The Committee believes it is highly desirable that the senior high school years, to the extent possible, provide a common and shared experience for all students. It was therefore agreed that most courses should be taught at one level, the "regular" level. Certain courses might also be taught at another level to be designated as "academic" to indicate a greater breadth and depth of treatment. A third, more challenging level designated as "honors" would also be offered in some cases.

It was further agreed that the proposed new system should be carefully examined by all concerned, including school administrators, guidance counsellors, universities and other post-secondary institutions before being adopted and implemented in its final form.

Recommendation No. 5

(a) It is recommended that most senior high school courses be taught at one level, the "regular" level, and that only the following courses be offered at the "academic" or "honors" levels, indicating a greater breadth and depth of treatment:

English	Chemistry
French First Language	Physical Science
Mathematics	History
French Second Language	Geography
Biology	Economics
Physics	Global Studies

[This recommendation is made on the understanding that Physics and Chemistry would be offered only at the academic or honors levels, while other courses in the above list would be authorized at both the regular and academic (and possibly honors) levels.]

(b) It is further recommended that the following system of identifying senior high school courses be adopted.

- **In general, the name of the course would be given in full, followed by a grade designation (10, 11 or 12), followed in turn by "Regular", "Academic", or "Honors" to indicate the level of difficulty. For some courses, an additional explanatory word may be added.**

  Examples: Biology 10 Regular
  English 12 Academic
  Histoire 10 Académique Immersion

These full names would be used on the high school graduation certificate.

- When a shorter designation of courses is necessary, the course name would be reduced to a three letter code as currently used, which would be followed by the grade level (10, 11 or 12) and by a letter or letters indicating the level of the course and other information as needed.

Examples:

Course Name	Current Code	Proposed Code
Biology 10 Regular	BIO221	BIO 10R
Mathematics 10 Academic	MAT421	MAT 10A
English 12 Academic	ENG441	ENG 12A
Industrial Arts 11	INA331	INA 11R
Music 10	MUS321	MUS 10R
Mathematics 11 Pre-Calculus	MAT431	MAT 11A(C)
Mathematics 12 Honors	MAT541	MAT 12H
Mathematics 11 Academic	MAT432	MAT 11A
Typing 11	TYP231	TYP 11R
History 10 Academic	HIS421	HIS 10A
Histoire 10 Académique	HIS426	HIS 10A
Histoire 10 Académique Immersion	HIS426	HIS 10A(I)

- Designation of pilot program course status and other such internal administrative detail may be coded for internal Departmental or school board purposes but should not appear on the high school completion certificate.

Timetable for Change

In making these recommendations, the Committee feels strongly that their successful adoption and implementation would depend upon deliberation, consultation, and careful scheduling in introducing them to teachers, parents, post-secondary institutions, employers and students.

Related Concerns

In the course of its review, the Committee received testimony about a number of issues related to the high school program directly, but that could not be included under its assignment regarding the credit system.

One problem that seemed to the Committee to be particularly pressing, in view of the high retention rate of students entering high school from the adjusted program, is the lack of a suitable program to meet the special needs of these students.

The adjusted program was originally intended to lead to employment or, possibly, to an intermediate industrial or other vocational option. At present, however, the very high rate of youth unemployment, and the

demand for higher qualifications, makes it very difficult for young people to find jobs.

There is a great deal of competition for places in vocational institutions and, therefore, students from the adjusted program have limited opportunities for admission. Consequently, they are returning to high school in most cases.

A significant number of these students now enrol in the 200 level program, although the latter was not designed for their needs. Furthermore, the education of the students for whom the current 200 level courses were intended is being adversely affected in some cases by the influx of students from the adjusted program who require additional time and resources.

The Committee was concerned by these facts and agreed to recommend that future consideration be given to the development of an alternative pre-vocational or career diploma high school program as an extension of the junior high adjusted program.

Suggestions were that this could possibly entail a modification in format on the lines of the intermediate industrial program, and that it might be a two-year program leading to a career diploma or certificate.

Recommendation No. 6

The junior high adjusted program is at present designed as a school leaving program, whereas the great majority of these students are now choosing to continue their education into high school.

It was recommended that the Minister consider the format and future development of an alternative developmental program, to meet the needs of students entering high school from the junior high adjusted program.

Recommended for Future Review and Action

Other related issues brought to the attention of the Committee are stated in the following section with the suggestion that they may be addressed as appropriate in the future through the Advisory Committee, or by referring them for internal consideration by the Department of Education.

a) Review of the need for a special education high school completion certificate in recognition of the efforts of the special education students who are now attending high school.

b) Consideration of guidelines for credit to be given for certain out-of-school and employment related experiences such as independent study and research; work experience; and various community based volunteer contributions.

c) Review of the role and training of guidance counsellors to ensure that they are able to assist fully in the successful implementation of the proposed new credit system.

d) Consideration of recognition for summer school funding of remedial and study skill courses.

e) Review of the role of honors courses.

f) Reconsideration of the intended role of daily physical activity in the high school.

g) Emphasis to be given to oral communication in the language arts program.

h) Continuing review of subject content and methodology related to the recommended changes, as part of the established curriculum development procedures of the Department of Education.

Recommendation No. 7

It is recommended that the Committee's report be made available, as a discussion paper, to school boards, schools, parents, teachers, educational administrators, the general public, municipalities, universities and other educational institutions.

Recommendation No. 8

The Committee recommends that the changes to be adopted be phased in over an adequate period of time, after consultation with those affected.

SUMMARY OF RECOMMENDATIONS

Recommendation No. 1

It is recommended that the number of compulsory credits required for Nova Scotia high school graduation be increased from four to ten for English schools and from seven to twelve for Acadian schools, to provide additional content, wider exposure and improved balance as follows:

At Present	Recommended
3 English (plus 3 French First Language for Acadian schools)	3 English and 1 French Second Language for English Schools
1 Canadian Studies	3 French First Language and 3 English for Acadian Schools
	1 Mathematics
	1 Science from the following: Physics, Chemistry, Biology, Physical Science
	2 Social Studies, one from the following: Geography, History, Economics, and one Global Studies
	1 Fine Arts from the following: Drama, Music, Art, other, as approved
	1 Practical and Technical Arts from the following: Home Economics, Industrial Arts, Life Skills, Computer Studies, Business Education (designated courses, e.g. typing, word processing), Physical Education, Career Studies, Health Education
Total Compulsory 4	Total Compulsory 10
Acadian Schools 7	Acadian Schools 12

Recommendation No. 2

It is recommended that the number of credits required for Nova Scotia high school graduation be increased from sixteen to eighteen.

Recommendation No. 3

It is recommended that the minimum hours for credit for high school graduation be as follows:

Subject	Min. Hours for Credit
English	140
French First Language	140
Mathematics	140
French Second Language	120
English in Acadian Schools	120
Biology	120
Physics	120
Chemistry	120
Physical Science	120
History	120
Geography	120
Economics	120
Global Studies	120
Fine Arts	100
Practical and Technical Arts	100
Electives	100

Recommendation No. 4

It is recommended that the Minister of Education change the current regulations to clarify the difference between instructional time and the length of the school day, and to ensure that a minimum of 300 minutes of instructional time per day is provided in every senior high school.

Recommendation No. 5

(a) It is recommended that most senior high school courses be taught at one level, the "regular" level, and that only the following courses be offered at the "academic" or "honors" levels, indicating a greater breadth and depth of treatment:

English	Chemistry
French First Language	Physical Science
Mathematics	History
French Second Language	Geography
Biology	Economics
Physics	Global Studies

[This recommendation is made on the understanding that Physics and Chemistry would be offered only at the academic or honors levels, while other courses in the above list would be authorized at both the regular and academic (and possibly honors) levels.]

(b) It is further recommended that the following system of identifying senior high school courses be adopted.

- In general, the name of the course would be given in full, followed by a grade designation (10, 11 or 12), followed in turn by "Regular", "Academic", or "Honors" to indicate the level of difficulty. For some courses, an additional explanatory word may be added.

  Examples: Biology 10 Regular
  English 12 Academic
  Histoire 10 Académique Immersion

  These full names would be used on the high school graduation certificate.

- When a shorter designation of courses is necessary, the course name would be reduced to a three letter code as currently used, which would be followed by the grade level (10, 11 or 12) and by a letter or letters indicating the level of the course and other information as needed. (For examples see page 11.)

Recommendation No. 6

The junior high adjusted program is at present designed as a school leaving program, whereas the great majority of these students are now choosing to continue their education into high school.

It was recommended that the Minister consider the format and future development of an alternative developmental program, to meet the needs of students entering high school from the junior high adjusted program.

Recommendation No. 7

It is recommended that the Committee's report be made available, as a discussion paper, to school boards, schools, parents, teachers, educational administrators, the general public, municipalities, universities and other educational institutions.

Recommendation No. 8

The Committee recommends that the changes to be adopted be phased in over an adequate period of time, after consultation with those affected.

APPENDIX I

References

Aims of Education - Nova Scotia Department of Education

Public School Programs 1986-87, 1987-88 - Nova Scotia Department of Education

Nova Scotia Department of Education, P & R Release, No. A4, February 12, 1981 - Coding of Senior High School Subjects

Education for Tomorrow: The New Secondary School Program in Ontario - Ontario Ministry of Education, 1984

Saskatchewan Education, Curriculum & Instruction Review, March 1984 - June 1984 [5 reports]

Review of Secondary Programs - Alberta Education, 1984

A Core Curriculum for the Common School - University of London, Institute of Education, January 1985

Senior High Enrolment and Course Level Breakdown, Research Division, Nova Scotia Department of Education, as prepared for Advisory Committee on the Public School Program, April 1, 1986

Core Curriculum Proposals of the Saskatchewan Core Curriculum Policy Advisory Committee, The School Trustee, February, 1986

What Students Need to Know, Report of the Association for Supervision and Curriculum Development Project on Redefining General Education in the American High School, October, 1983

Announcement re Revised Graduation Requirements, British Columbia Department of Education, 1986

The Entering Student, Report of the Nova Scotia Royal Commission on Post-Secondary Education, 1985

APPENDIX II

SUBMISSIONS TO THE
ADVISORY COMMITTEE ON THE
PUBLIC SCHOOL PROGRAM

Antigonish District School Board

Association for the Advancement of School Health Education

Boswell, June, Guidance Counsellor, Halifax Distri t School Board

Boudreau, D.A., Inspector, Yarmouth

Burridge Regional Vocational School

Canadian Parents for French

Colchester-East Hants District School Board

Courrier, Dr. Bill, Director of Admissions, Dalhousie University

Cultural Federation of Nova Scotia

Cumberland District School Board

Curriculum Development Consultants

Curtis, Dr. Redmond

Dartmouth District School Board

Digby District Schools

Educational Drama Association of Nova Scotia

Frank, Blye W.

Fredericks, Lauchie - Individual (Dartmouth District School Board)

Guysborough County District School Board

Halifax County-Bedford District School Board

Halifax County Bedford District School Board-Work Experience Education

Halifax West High School

Hantsport High School (Brian Bishop)

Inspectors of Schools (Dr. J. A. Muir)

Lunenburg County District School Board

Mabou Gaelic and Historical Society

Sir John A. Macdonald High School (Doug Melville)

MacDonald, Mary Jess

MacLean, B. G. An Opinion Sample on the Coding System for High School Courses

McCarthy, Gerald J. Deputy Minister, Nova Scotia Department of Education

McGillivray, Mary, Acting Registrar, Dalhousie University

Mombourquette, Orville, Sub-system Supervisor of Schools, Halifax County-Bedford District School Board

Mount Saint Vincent University

Nicom, Carole, Guidance Counsellor, Halifax County-Bedford District School Board

Nova Scotia Confederation of University Faculty Associations

Nova Scotia School Counsellors Association

Nova Scotia Speech Communication Association

Nova Scotia Teachers Union - various briefs from NSTU specialist associations

Pashkoski, Stan, Chairman, Richmond District School Board (Brief via Nova Scotia School Boards Association re University Entrance Requirements in Mathematics)

Provincial Youth Council of Nova Scotia

Renton, David

Richmond County - Principals & Guidance Counsellors

Runte, Dr.Roseann, Recteur, Université Sainte-Anne, Past President of Humanities Association of Canada, & Vice-President of the Canadian Literary Foundation Trust

Survey of Students' Opinions re Credit System (conducted in the Districts of Argyle, Clare and Yarmouth by D. A. Boudreau, Inspector of Schools).

Sutherland, Jody

White, Allyn via Lunenburg District School Board

Writers' Federation of Nova Scotia

Yarmouth Consolidated Memorial High School

Yarmouth District Council of Home & School

Yarmouth District School Board